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## ABSTRACT

These two brochures contain the philosophy and principles of evaluating and reporting pupil achievement (including a definition of the regular marking system) adopted by the Wichita Public Schools. Evaluating and reporting are viewed as a single process which is an integral part of the teaching/learning process. Communication with pupils and parents is central to evaluation procedures. The teacher's guide contains directions for selected procedures: (1) marking the Report to Parents on Pupil Progress (grades K-6) or Report Card (grades 7-12); (2) other methods of communication with parents and pupils (parent-teacher conference, failure notice--for pupils who are clearly failing a class by the fifth week of the school quarter, report of unsatisfactory pupil performance, and positive performance reports); and (3) final grades. A check list of eight characteristics of an effective system is given for teachers to evaluate their own practices. The parents' brochure defines the marking system, and describes the procedures used for computing the student's final grade. (BS)

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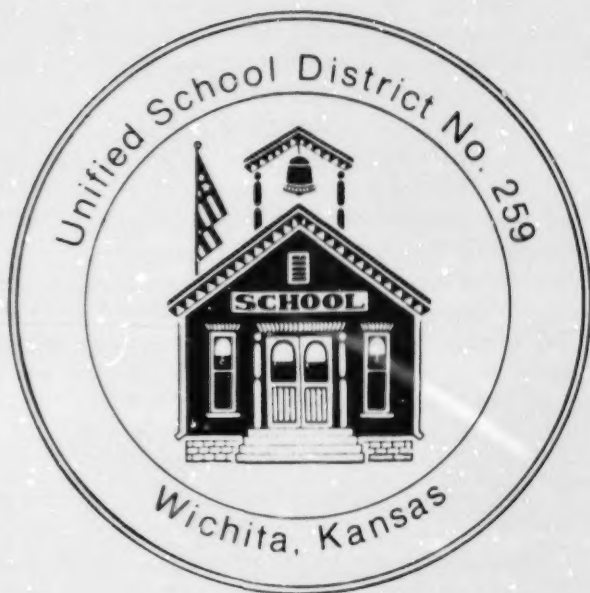
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# GUIDE FOR EVALUATING AND REPORTING PUPIL ACHIEVEMENT

1984 EDITION



Evaluation is an important part of the instructional process. The **Guide for Evaluating and Reporting Pupil Achievement** is intended as the source for teachers on this topic. Contained in the Guide are the philosophies and the principles of evaluating and reporting which have been adopted by the Wichita Public Schools.

The **Guide** provides a framework for organizing the evaluation process. It is the teacher using the **Guide** who makes this a valuable process for pupils and parents.

## **PHILOSOPHY**

The current philosophy of evaluating and reporting pupil achievement in the Wichita Public Schools can be identified in two basic statements. Other directions, guides or suggestions for evaluating and reporting pupil achievement are to be clearly based on these statements.

1. Evaluation is an integral part of the teaching/learning process. The process of identifying course objectives and pupil goals should include plans for evaluating pupil performance.
2. Communication with pupils and parents is central to the evaluation process. Evaluating and reporting is viewed as one single process.

## **RECOMMENDED PROCEDURES**

Questions frequently are raised by pupils and parents about evaluating and reporting procedures. A review of a number of these cases reveals that the teachers who use the following process are well prepared for questions about reports of pupil progress. Also, there is evidence that pupils perform better when they know what to expect in an area of study.

For best results:

1. Identify the objectives for the course of study.
2. Select goals and expectations for pupils which match the course objectives.
3. Specify the methods through which the performance of pupils will be measured.
4. Communicate the course objectives and pupil expectations to pupils and parents.
5. Use clear and measurable characteristics when evaluating pupils.
6. Be consistent and follow through with the previously announced intentions while evaluating and reporting pupil achievement.

## DEFINITION OF THE REGULAR MARKING SYSTEM

- I. A five-point marking system (A, B, C, D, U or F) is used to evaluate academic achievement in grades 2 - 12.
  - A-Major and minor objectives of the course of study have been achieved. In comparison with other pupils at this grade level, achievement is superior.
  - B-Most objectives of the course of study have been achieved. In comparison with other pupils at this grade level, achievement is above average.
  - C-Some major objectives of study have been achieved, but many of the minor objectives have not been achieved. In comparison with other pupils at this grade level, achievement is average.
  - D-Some limited objectives of the course of study have been achieved. In comparison with other pupils at this grade level, achievement is below average.
  - U-Unsatisfactory progress in the course of study. The objectives have not been achieved and the achievement is very low (used in grades 2-6).
  - F-Objectives of the course of study have not been achieved and the achievement level is very low (used in grades 7-12).
- II. A four-point marking system (1, 2, 3, 4) is used to evaluate academic achievement in K and grade 1.
  - 1 - Major and minor objectives of the course of study have been achieved and the progress of the pupil is superior for this grade level.
  - 2 - Major objectives of the course of study have been achieved, but many of the minor ones have not. Progress of the pupil is satisfactory for this grade level.
  - 3 - Some objectives of the course of study have been achieved, but improvement is needed if pupil is to accomplish work expected at this grade level.
  - 4 - Objectives of the course of study have not been achieved and progress is unsatisfactory for work expected at this grade level.
- III. A descriptive four-point marking system (1, 2, 3, 4) is used to evaluate pupil progress in personal social development in grade K-6.
  - 1 - Superior progress
  - 2 - Satisfactory progress
  - 3 - Improvement is needed
  - 4 - Unsatisfactory progress
- IV. A descriptive assessment of pupil effort is provided by each teacher who evaluates academic achievement in grades 7 - 12. The following terms are printed on report sheets.

Superior ● Good ● Fair ● Poor
- V. Additional Marks
  - P-Pass - used only when a pass-fail (P/F) marking system has been approved for the course of study.
  - w-Withdrawn - used to verify withdrawal with approval before a final grade is assigned.
  - I-Incomplete - temporary mark until a final grade is assigned.

## DIRECTIONS FOR SELECTED PROCEDURES

1. **Marking the Report to Parents on Pupil Progress grade report (K-6) or Report Card (grades 7-12).**

The Report to Parents on Pupil Progress ensures that the parent will receive a pupil evaluation report at least four (4) times during each school year. A consistent plan for marking the Report to Parents on Pupil Progress increases the clarity of evaluating and reporting. Rules to be used in the marking process are listed below.

Grading categories have been defined (see **Definition of the Regular Marking System**) and are to be used on report cards. Letter or number marks are not to be modified by the use of plus (+) or minus (-) notations. The use of a plus or minus has the effect of changing the marking system and is confusing to many pupils and parents. All academic marks on grade reports are indications of pupil progress. A progress report (quarter grade) is an estimate of progress toward the final course objectives based on assessments which are available at that time.

Marks in the achievement section of the grade report are to be based on academic progress in the identified course.

2. **Forms of Communication With Parents and Pupils Other than through a Report Card.**

The grade report on pupil achievement is an important but limited form of communication. The evaluating and reporting philosophy of the Wichita Public Schools encourages communication with parents and pupils and does not limit the form or nature of this communication. Some of the common situations for communication are identified below.

**Parent-Teacher Conference** - A conference may be requested by a teacher, parent or administrator as a method of reviewing progress or of communicating a concern. Each parent of an elementary pupil is to be provided with the opportunity for at least one parent-teacher conference during each school year. Each parent of a secondary pupil may request a conference.

**Failure Notice** - Secondary pupils who are clearly failing a class in the fifth week of each school quarter are to be the subject of a failure notice. A standard form is available for this purpose.

**Report of Unsatisfactory Progress** - Communication with a parent is encouraged in situations where pupil progress is questionable. No specific form or format is required to communicate unsatisfactory progress.

**Information About Changes in Pupil Performance** - Parents and pupils should be informed when sudden or rapid changes in pupil achievement are noted. No specific form is identified for this purpose as personalized

notes or telephone contacts are encouraged in these situations.

**Positive Performance Reports** - Compliments to pupils for demonstrating high levels of academic progress, displaying positive efforts or providing valuable contributions to a class are encouraged and may be some of the best ways of helping students achieve to the fullest extent of their capabilities. Personalized notes or forms developed by a faculty group are very effective for this purpose.

3. **Final Grade** - The final grade is defined as the grade which is attained in the course and recorded in the "permanent record" for a pupil and is based on documented pupil attainment of course goals. For elementary pupils, the final grade is the grade entered for the fourth reporting period. For secondary pupils, the final grade is the semester grade. The following chart provides a schedule for **Progress Reports and Final Grades**.

| Grading Period | Elementary                  | Secondary                    |
|----------------|-----------------------------|------------------------------|
| 1st quarter    | 9-week progress report      | 9-week progress report       |
| 2nd quarter    | 18-week progress report     | Final Grade for semester     |
| 3rd quarter    | 27-week progress report     | 9-week progress report       |
| 4th quarter    | Final Grade for school year | Final Grade for 2nd semester |

## QUESTIONS AND ANSWERS ABOUT REPORTING AND EVALUATING

**Question:** May I issue a failing quarterly grade to a pupil who has not received a **failure notice** during that same quarter?

**Answer:** When time or circumstances do not allow for a warning, an appropriate grade (4, U or F) can be issued for documented unsatisfactory performance.

Parents of pupils at all grades should be informed, if at all possible, when unsatisfactory performance is demonstrated which could result in a mark of 4 (Kindergarten or grade 1), U (for pupils in grades 2-6) or F (for pupils in grades 7-12). A failure notice is to be sent to the parents of a secondary pupil who is failing a course as of the fifth week of the quarter. A pupil could be demonstrating acceptable performance in a course of study at the mid-point

of the quarter but fail for the quarter particularly when pupil responsibilities are not completed.

**Question:** A pupil in my 5th grade class is reading in 3rd grade level materials. What factors should be taken into consideration in arriving at a grade in reading?

**Answer:** Three factors should be considered in arriving at an appropriate grade for a pupil:

1. achievement level of pupil in comparison with the large group of pupils at this grade level (in the question sample, grade 5);
2. mastery of the grade level objectives for this course; and
3. performance of pupil in meeting total objectives assigned for this course.

By using these factors, the grade should be identified which most accurately represents the academic achievement of the pupil in the course.

**Question:** I am teaching a pupil who has a really good attitude and is a hard worker. Can I use this when assigning the grade?

**Answer:** Rewarding attitude with a grade that is intended to indicate pupil achievement is misleading to pupils and parents.

A positive attitude of a pupil is important, and could best be rewarded by a personal comment, a school certificate or a personal letter to the pupil and/or parent.

**Question:** I have a pupil in class who can pass all the tests without coming to class. Should I penalize this pupil for poor attendance?

**Answer:** All Wichita Public Schools have attendance policies which require regular attendance. Further, senior high school pupils for whom school attendance is not required by state law will be removed from class for non-attendance. The completion of the objectives for a course of study at any grade level should be based on more than test performance.

**Question:** A pupil in my class is a real discipline problem. Can I consider this as a factor in determining the grade?

**Answer:** A grade is not to be used as a penalty for a pupil. Academic performance is the only factor to use when determining the grade for a pupil. The one factor which could affect grades is an unexcused absence. Teachers may, but are not required to consider makeup work from an unexcused absence when determining the grade.

## CHARACTERISTICS OF AN EFFECTIVE SYSTEM

A system for evaluating and reporting pupil achievement can be organized in a number of different and effective ways. All procedures for evaluating and reporting pupil achievement, however, must be in agreement with the philosophy and policies of the Wichita Public Schools. The characteristics of an effective system (listed below) should be used as a checklist through which each teacher examines his/her own practices.

1. Goals and expectations for pupil performance are clearly communicated to pupils at the beginning of the course.
2. Pupils and parents are given the opportunity to understand the basis upon which pupil achievement is evaluated.
3. Evaluation of pupil achievement is based on a number of assessments made at different times and in different ways during the course of study. The methods used to assess pupil progress are consistent with the goals of the class.
4. Grade reports are prepared to communicate pupil achievement. Factors such as attendance, documented class participation and performance, and the completion of assigned work are to be used if consistent with course objectives. Factors such as personality or deportment are not to be used in the assignment of grades. Grades are reports of pupil achievement and are not rewards or punishments.
5. The expectations and goals for pupils are consistent with approved course objectives, appropriate curriculum guides and the goals of the Wichita Public Schools.
6. The total achievement range of pupils within a course of study is considered when evaluating pupils. In situations where objectives of a course are not typical or when the pupils in a class are an exceptional group, the total achievement range of pupils at that grade level is considered.
7. The final, recorded grade for a course of study is an assessment of how well the pupil achieved the course objectives. The assessment plan of the teacher is the method by which the achievement of course objectives by pupils is documented.
8. Grade reports represent only one method of communication with pupils and parents. Other forms of communication are encouraged and are to be used especially when unexpected or unusual changes in pupil performance are noted.

## RESOURCE ASSISTANCE

- For Board of Education Policies
  - P5212.00 Pupil Evaluation
  - P5213.00 Report to Parents on Pupil Progress  
Elementary and Secondary
  - P5214.00 Conferences with Parents
  - P5215.00 Pupil Makeup Work
- For Instructional Objectives and Curriculum Guides
  - Division of Curriculum Services
  - Curriculum Coordinators and Directors
  - Program of Studies for Secondary Schools
  - Curriculum Guides for Selected Areas of Studies
- For School District Goals
  - Deputy Superintendent of Schools
  - Division Director of Elementary Education
  - Elementary School Principals
  - Division Director of Secondary Education
  - Secondary School Principals
- For Clarification of Evaluation Policies
  - Director of Guidance and Pupil Evaluation
- For Information about Exceptions to Standard Evaluation Procedures
  - Division Director of Pupil Services

## EXCEPTIONS TO STANDARD EVALUATION

Certain program and instruction areas may not be well served by the directions in the **Guide for Evaluating and Reporting Pupil Achievement**. Examples may include:

- selected special education areas
- pass / fail courses
- selected vocation-technical instruction programs
- experimental or alternative education programs

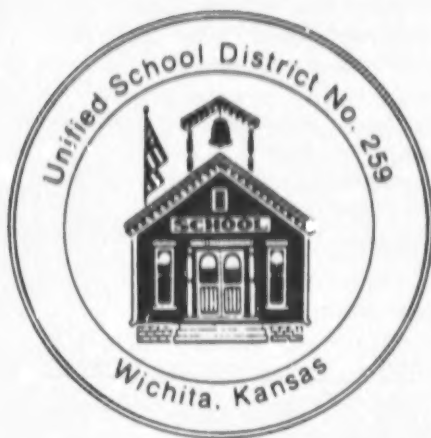
A special evaluation system may be designed and used if approved by the committee on exceptions to standard evaluation procedures.

The 1984 edition of the **Guide for Evaluating and Reporting Pupil Achievement** is the source document for the 1984-85 school year. Information received from users of the **Guide for Evaluating and Reporting Pupil Achievement, 1984 Edition** will be considered as this document is reviewed annually. Comments and suggestions should be sent to the Director of Guidance and Pupil Evaluation.

**EVALUATING and REPORTING  
PUPIL ACHIEVEMENT**

**In the  
WICHITA PUBLIC SCHOOLS**

**1984 edition for parents**



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F-Objectives of the course of study have not been achieved and the achievement level is very low (used in grades 7-12).

II. A four-point marking system (1, 2, 3, 4) is used to evaluate academic achievement in K and grade 1.

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2 - Major objectives of the course of study have been achieved, but many of the minor ones have not. Progress of the pupil is satisfactory for this grade level.

3 - Some objectives of the course of study have been achieved, but improvement is needed if pupil is to accomplish work expected at this grade level.

4 - Objectives of the course of study have not been achieved and progress is unsatisfactory for work expected at this grade level.

## COMPUTING THE FINAL GRADE

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| GRADING PERIOD | ELEMENTARY                  | SECONDARY                    |
|----------------|-----------------------------|------------------------------|
| 1st quarter    | 9-week progress report      | 9-week progress report       |
| 2nd quarter    | 18-week progress report     | Final Grade for 1st semester |
| 3rd quarter    | 27-week progress report     | 9-week progress report       |
| 4th quarter    | Final Grade for school year | Final Grade for 2nd semester |

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